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ABSTRACT

Evaluation and Research staff of the Wake County Public School System (WCPSS), North Carolina, have conducted spring surveys of school staff since 1992. These surveys provide important information about staff perceptions of individual schools, the system overall, and specific programs and initiatives. School administrators and professionals, including teachers, counselors, media specialists, nurses, and social workers, have participated in these surveys. In April 2000, 276 administrator surveys and 6,500 professional surveys were distributed; 85% of administrative staff and 78% of professional staff returned the surveys, a slightly lower response rate than in the 1998 administration. Responses of administrators and professional staff tended to be more positive than or as positive in 1998. The most positive changes were in the areas of school building facilities, instructional supplies, school-level collaborative planning, high expectations of students, academic excellence, and character education. The negative changes were small and were in the area of central office communication. The overall satisfaction rate was high, with over 80% of both groups agreeing or strongly agreeing that their schools were safe, with an orderly and purposeful climate that promoted learning and that the school district was of high quality. The two surveys and tables of responses are attached. (SLD)

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ED 457 177

Eye on Evaluation

Evaluation and Research Department

January 2001 E&R Report No. 01.08

Staff Survey Results 1999-2000

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Wake County Public Schools Evaluation and Research Department

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WAKE COUNTY PUBLIC SCHOOL SYSTEM

Eye on Evaluation

Evaluation and Research Department

E&R Report No. 01.08 January 2001

STAFF SURVEY RESULTS 1999-2000

Author: Nartarshia Sharpe
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BACKGROUND

Evaluation and Research (E&R) staff have conducted spring surveys of WCPSS school staff since 1992. Surveys have provided important information about staff perceptions of individual schools, the system overall, and specific programs and initiatives.

School administrators (principals and assistant principals) and professionals (teachers, guidance counselors, media specialists, social workers, and nurses) have participated in these surveys. These groups will be referred to as administrators and professionals throughout this report. In April of 2000, E&R distributed 276 administrator surveys and 6,500 professional surveys; 85% of school administrative staff and 78% of professional staff returned surveys. This return rate was down 4 and 8 percentage points respectively from the spring 1998 administration.

RESULTS SUMMARY

What's Up?

-Building Facilities

-Character Education

-High Expectations

What's Down?

-Central Office Communication

POSITIVE CHANGES FROM SPRING 1998 to 2000

Responses of WCPSS school administrators and professional staff in 2000 tended to be as positive or more positive than in 1998. The most positive changes were in the areas of school building facilities, instructional supplies, school-level collaborative planning, high expectations of students, academic excellence, and character education.

In terms of school quality:

- More professionals agreed that their building facilities were adequate (up from 66 to 70%).
- More professionals indicated school instructional supplies were adequate (up from 72 to 76%).
- More administrators believed that character education had affected student behavior (up from 71 to 81%).
- More professionals agreed that the staff had high expectations for all children (up from 82 to 84%).

In the area of system quality:

- More professionals believed the system was committed to academic excellence (up from 83 to 87%).
- Fewer professionals felt students who fight other students were a problem (down from 24 to 21%).

NEGATIVE CHANGES FROM SPRING 1998 to 2000

Negative changes from 1998 to 2000 were small and were in the area of central office communication.

- Fewer administrators felt comfortable questioning Central Office Policies (down from 62 to 57%).
- Fewer administrators believed they had adequate instructional supplies (down from 93 to 88%).
- Slightly fewer administrators had positive views of central office services. This was shown in lower levels of agreement with the statements: "communications between central office and schools are generally clear and consistent," (down from 65 to 63%), and "meetings organized by central office staff are generally well-planned, productive, and helpful" (down from 73 to 71%).

High Satisfaction

Safety

Enjoy Work

Climate

Quality of Education

OVERALL SATISFACTION SPRING 2000

Administrators and professionals generally had positive views towards WCPSS and especially towards their own school. Over 80% of both groups agreed or strongly agreed that:

- Their schools were safe with an orderly and purposeful climate that promoted learning;
- The school district overall was of high quality and committed to excellence; and,
- They enjoyed their work.

RESULTS

More detail on findings is provided in the three sections (1999-00 Response Patterns, Changes Over Time, and Future Directions) which follow. For more information on results for each school, contact the school's principal.

SCHOOL QUALITY

Professionals

Figure 1 illustrates the generally positive patterns in responses among professionals at each school level about various facets of school quality.

- As in past years, staff at all levels (elementary, middle, and high school) were generally pleased with school safety, the quality of instruction at their schools, and school climate. Staff were less satisfied with the maintenance of school buildings and the adequacy of supplies.

- Elementary staff were somewhat more satisfied than secondary staff.

Administrators

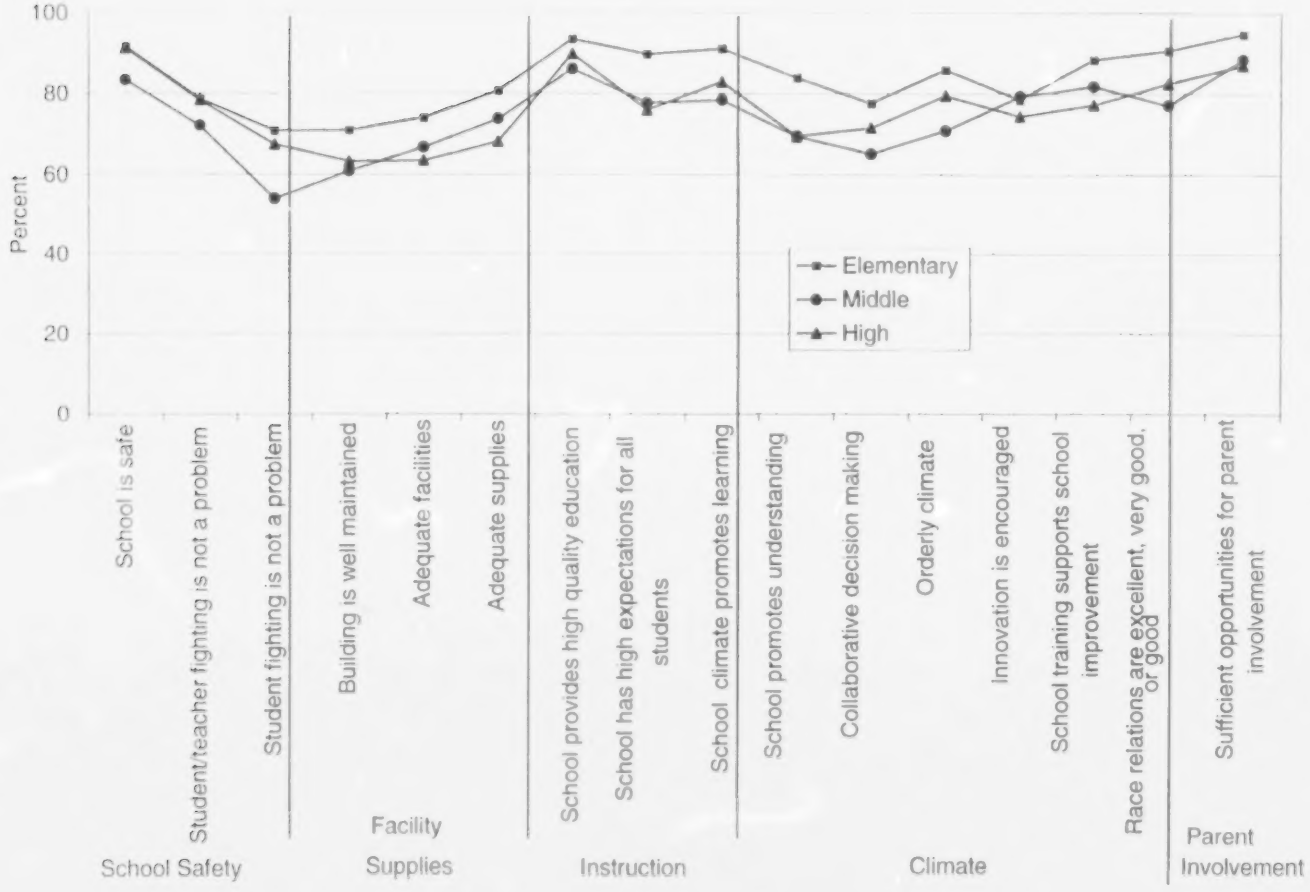
As in past years, administrators were more pleased than their teachers with school quality issues. A comparison of responses to common items for the two groups revealed the following levels of agreement on three items related to school climate:

- Their school had an orderly and purposeful climate (98% for administrators and 81% for other professionals).

- There was collaborative planning and decision-making in their schools (96% for administrators and 73% for other professionals).

- They felt encouraged to do things differently when they believed these changes would improve their school (95% for administrators and 78% for other professionals).

Figure 1. Percent of Professional Staff Responding Positively (Agree or Strongly Agree) to School-Related Items by School In April 2000



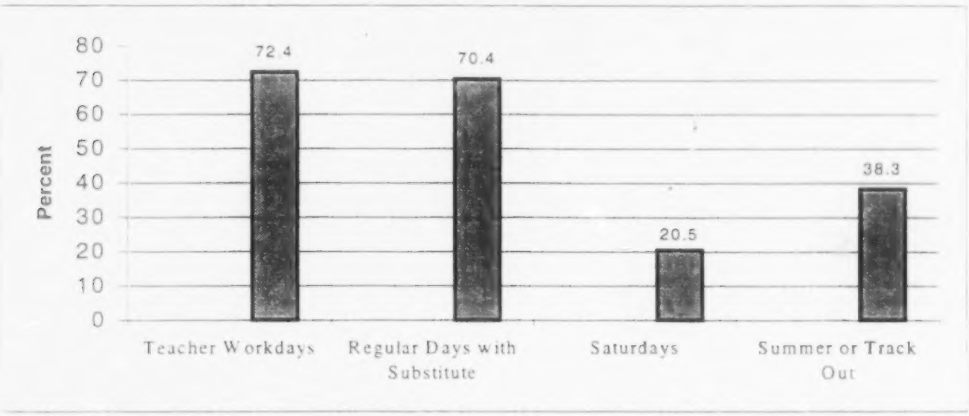
STAFF DEVELOPMENT

Several questions on the 2000 Staff Survey reviewed the role and design of the Staff Development system. Findings included the following:

- District-wide, 99% of school professionals indicated that improving student achievement was an important reason for their participation in staff development.
- For all professionals, the percentage who indicated that improving their personal teaching skills is an important reason for participating in staff development was 99%.
- The percentage of professionals who indicated that career advancement is an important reason for participating in staff development was 78%.

When asked, "When do you personally prefer to participate in staff development?" more than half agreed that Teacher Workdays and/or Regular Days with a Substitute were the preferred options (Figure 2).

Figure 2. Time Professionals Prefer to Participate in Staff Development



When asked if they would be interested in on-line training, about two-thirds of professionals agreed that on-line training would be of interest to them, as shown in Figure 3.

Figure 3. On-line Training
(Percent Agreeing /Showing Interest in On-line Training)

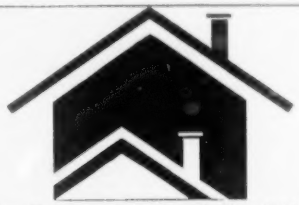
	Yes
I have access to the intranet in my classroom.	67.1
I would be interested in intranet web-based training.	66.0
I have access to the internet from home.	82.1
I would use internet web-based training at home.	58.8

CHANGES OVER TIME

WCPSS is committed to continuous improvement and excellence. While results have generally been positive, it is important to monitor changes over time. Due to the smaller number of administrator responses, it is prudent to consider only changes of 5 percentage points or more over one year as notable. Because of the larger number of professional responses, changes of 3 percentage points or more over one year are of interest. Long-term trends are included as appropriate.

SCHOOL FACILITIES

General satisfaction with school facilities has increased over time (from 66% in 1997-98 to 70% in 1999-00 for professionals and 72% in 1997-98 to 74% in 1999-00 for building administrators). However, the adequacy of facilities continues to be an area among the school-related items that could use improvement--as approximately 25% of WCPSS professionals felt that the building facilities at their schools were currently not adequate to support their instructional program.



The State of School Facilities

(Sample Comments Returned with Surveys)

"Our building has terrible problems with leaking and there are missing ceiling tiles and others discolored with stains. There are mildew problems and many students and staff become sick."

"Our building needs to be cleaned more. It's dirty and dusty."

"I am in a building in which the heating and air is inadequate due to structural changes."

"The heating and A/C in our building is very inconsistent. Sometimes it doesn't work at all. When it is working, it is in the 60's with the air on and in the high 70's/low 80's when the heat is on…this is not conducive to learning."

"Overcrowding occurs in most schools and the music program has to travel from classroom to classroom."

CENTRAL OFFICE COMMUNICATION

Opinions regarding communication between school administrators and central office staff were an area of concern in the 1998 survey and responses continued to be lower in 2000 than earlier surveys in the mid-1990s. Specifically, administrators agreed that:

- Communications between central office and schools were clear and consistent (63%, down 2 points from 1998 and down 9 points from 1996).

- Meetings organized by central office staff are generally well planned, productive, and helpful (72%, down 1 point from 1998 and down 7 points from 1996).

Agreement on whether "Activities of the different divisions and departments in the Central Office appear to be coordinated" was up slightly from 44% in 1998 to 48% in 2000, but was still an item to which more than one fourth of administrators disagreed.

SCHOOL AND SYSTEM QUALITY

As Figure 4 illustrates, school administrators and professionals had fairly positive views of the system and of their school. Positive changes over two years were noted in several areas.

- More professionals believed the system was more committed to academic excellence than in 1998.

- More professionals believed the overall educational program in the district is of high quality.

- One significant negative change dealt with collaborative planning and decision making at the middle school level. This item declined 9.2 points, reversing a 9.5 point gain from 1996 to 1998.

Figure 4. Percent of School Staff Who Responded Agree or Strongly Agree to System and School Climate Items: 2000 and 1998

System Questions	Administrators			Professionals											
	All Admin.			Elementary			Middle			High			All Prof.		
	2000	98	96	2000	98	96	2000	98	96	2000	98	96	2000	98	96
The overall educational program in this district is of high quality.	99.1	98.7	97.4	86.4	84.5	83.4	82.7	78.9	78.4	82.7	81.8	75.8	85.6	82.5	80.4
This school system is committed to academic excellence.	97.4	98.7	95.8	88.2	85.1	82.3	85.3	77.9	78.0	85.3	83.0	75.0	87.0	82.9	79.4
Planning and decision-making in this district are collaborative processes involving central office staff, principals, teachers, and other staff.	62.0	52.0	64.4	N/A	N/A	35.1	N/A	N/A	27.9	N/A	N/A	31.8	N/A	N/A	32.6
School Questions															
There is collaborative planning and decision-making in my school.	95.7	97.0	93.7	77.5	77.2	76.1	64.9	74.1	64.6	71.4	73.1	62.1	73.2	74.2	69.9
Our school has an orderly and purposeful climate.	97.9	98.3	97.4	85.7	86.5	86.0	70.7	70.1	75.8	79.4	80.4	67.1	80.8	81.2	78.9
I feel encouraged to do things differently when I believe these changes will improve my school.	95.3	97.0	93.6	78.4	77.8	79.7	79.3	76.7	77.2	74.3	74.7	71.2	77.6	76.8	77.0
My school provides a high quality educational program.	N/A	N/A	N/A	93.4	93.2	92.5	86.0	84.9	86.2	89.8	88.7	92	90.9	90.1	88.2
The staff at my school have high expectations for all children.	N/A	N/A	N/A	89.6	88.9	85.5	77.6	75.9	73.8	75.9	74.2	65.7	83.6	82.1	77.8
Our school building is well-maintained.	N/A	N/A	N/A	70.8	71.5	70.5	60.7	59.1	62.0	63.0	65.9	54.8	66.6	67.2	64.6
The climate at this school promotes children's learning.	N/A	N/A	N/A	91	91.4	90.8	78.3	75.8	80.1	82.8	80.2	69.5	86.2	85.0	82.9

Shading for administrators indicates at least a 5 percentage point increase or decrease, while shading for professionals indicates at least a 3 percentage point increase or decrease.

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SAFETY

Overall views of school safety continued to improve as depicted in Figure 5. As shown:

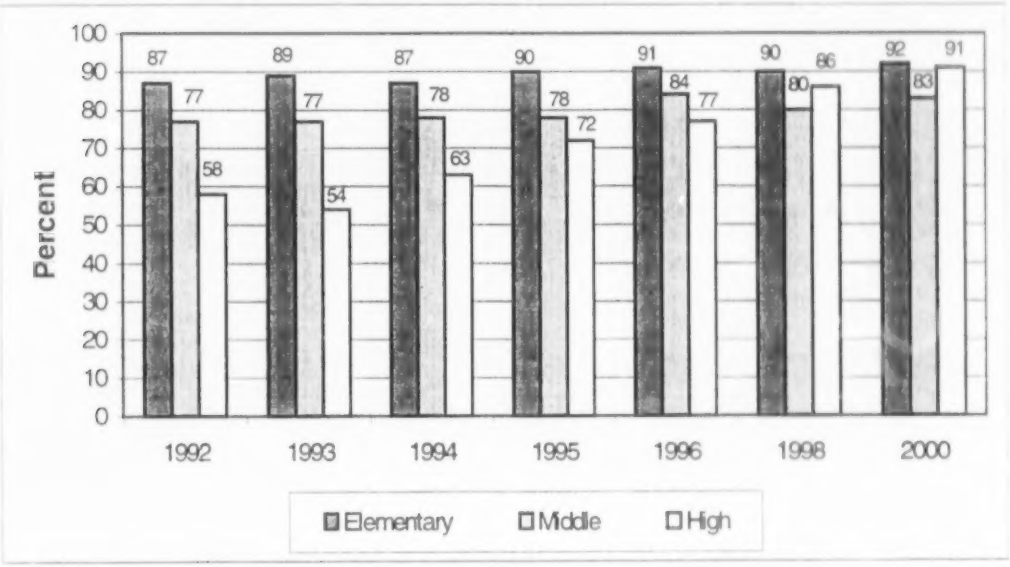
- The spring 2000 administration found that high school agreement that " My school is safe" rose 5 points, continuing six-years of improvement.

- High School professionals now feel as safe in their schools as elementary schools professionals. In 1993 only slightly more than half of high school professionals (54%) believed that their school was a safe place to work. By 2000, this percentage had increased 37 points to 91%.

- For Middle School professionals, the percentage who believed their school was a safe place to work increased 3 points from 80% in 1998 to 83% in 2000, but was still one point lower than the 84% in 1996.

- Elementary agreement was slightly higher in 2000 than in previous years.

Figure 5. Safety: Spring 1992-1998 for School Professionals
My school is a safe place to work



In the past two survey administrations virtually all administrators (99%) agreed that " My school is a safe place to work".

Two school safety items addressed student fights either with each other or with teachers. From 1998 to 2000, professionals' ratings of the seriousness of this problem decreased significatly.

- In 1994-95, 23% of school professionals felt that students who threaten or fight with teachers were a serious problem at their schools. In spring of 1999-2000 only 14% agreed with this statement.

- Similarly, less than one quarter (21%) of school professionals in the current survey reported that students who threaten or fight with other students were a serious problem at their schools, compared with 34% in 1994-95.

Districtwide, 37% (down 21 percentage points from 1996) of school professionals agreed that current discipline guidelines and procedures make it too difficult to remove disruptive students from their schools. The issue of school safety and violence is charged with emotion and teacher comments on school violence typically focused on a need for more support to them in this area.

Alternative Schools

Eighty-six percent of professionals and 88% of administrators districtwide indicated that more alternative schools or self-contained classes are needed for students who chronically disrupt regular classes.

Discipline Policies

Despite improvements in other ratings of school safety, professional staff continued to express concerns regarding consistent application of school discipline policies. One elementary school professional commented that, "the discipline at this school babies the behavior problems [of] students instead of doing something about them". Overall, only 60% of professionals indicated that their school had a clear discipline policy.

"I think the county should work toward a firm discipline plan! Schools can ultimately support and implement those plans at each school."

--Comment submitted with survey

CHARACTER EDUCATION

Character education was implemented in WCPSS in 1996-97. As shown in Figure 6, during 1999-2000, a majority of school professionals addressed character education either weekly (31.6%), or daily (26.9%). Almost all professionals addressed character education during the school year.

Figure 6. Percentage of Professionals Responding to the Item:
I addressed character education in my classes:

Frequency	2000
Daily	26.9
Weekly	31.6
Monthly	23.9
A Few Times	15.4
Not At All	2.08

According to staff survey responses, character education is having an effect on students. Administrators were more likely to see an impact than other school professionals, and this year 81% of administrators believed that character education had an impact on their students' behavior (an increase of 10 percentage points from 1998). The percentage of professionals who felt that character education had affected their students' behavior increased from 43% in 1997-98 to 49% this spring.

TECHNOLOGY

Several items on the 2000 survey dealt with the role of technology in instruction and teacher preparation.

Professionals were asked how often they used computers to instruct their students. Overall, a majority of professionals used the computer to instruct their students weekly (31%) or daily (29%). Monthly computer instruction was indicated by 22% of professionals while another 18% did not use the computer for instruction. Figure 7 illustrates why professionals indicated they did not use computers. Lack of access to computers was cited by more than one-third of teachers as the main reason for not utilizing computers for instruction. Less than 10% of teachers cited a lack of computer skills as the primary restraint.

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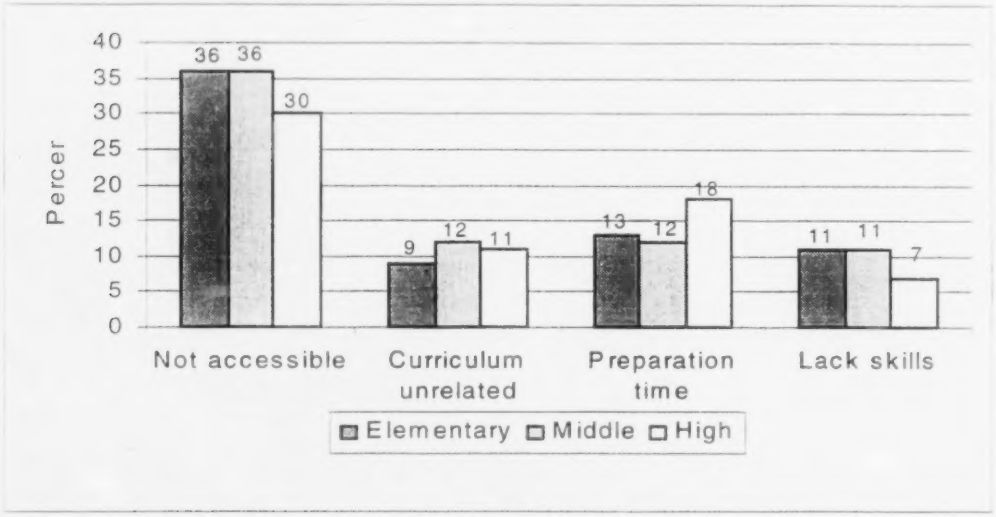
Figure 7. Percentage of Professionals Responding to the Item:
The main reason I don't use computers more is because:



Elementary professionals were much more likely than secondary professionals to have used computers for daily or weekly instruction (73% versus 42% at middle school and 44% at high school). However, these responses represent notable increases from the 1998 survey at the middle and high school levels (up 10 and 4 percentage points respectively).

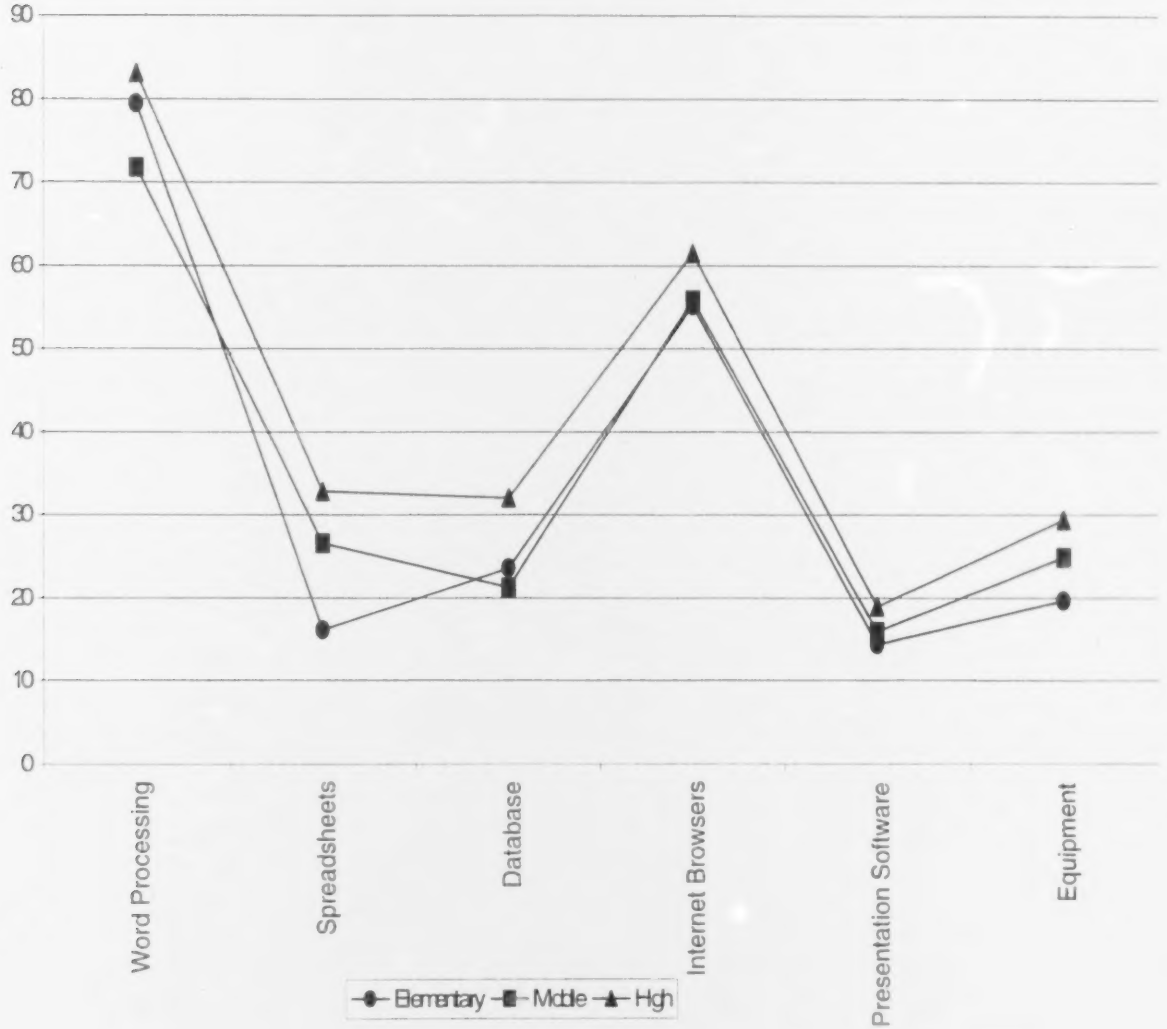
Some professionals' written comments suggest that use of computers and technology might increase with greater availability, which supports the data in Figure 7.

"With 25-28 students in every class and one classroom computer, I use the computer on average only once a month. It takes 25-28 days for every student to 'use' the computer. Answer seems to be shorter less comprehensive lessons or pairing students.

--Comment submitted with survey

When asked, "How often you use each of type of technology for instructional preparations and/or presentations?" approximately two-thirds of all professionals reported using word processing daily and/or weekly. Internet use is much more common than spreadsheet, database, or presentation technology. Results of technology usage are similar across the three levels.

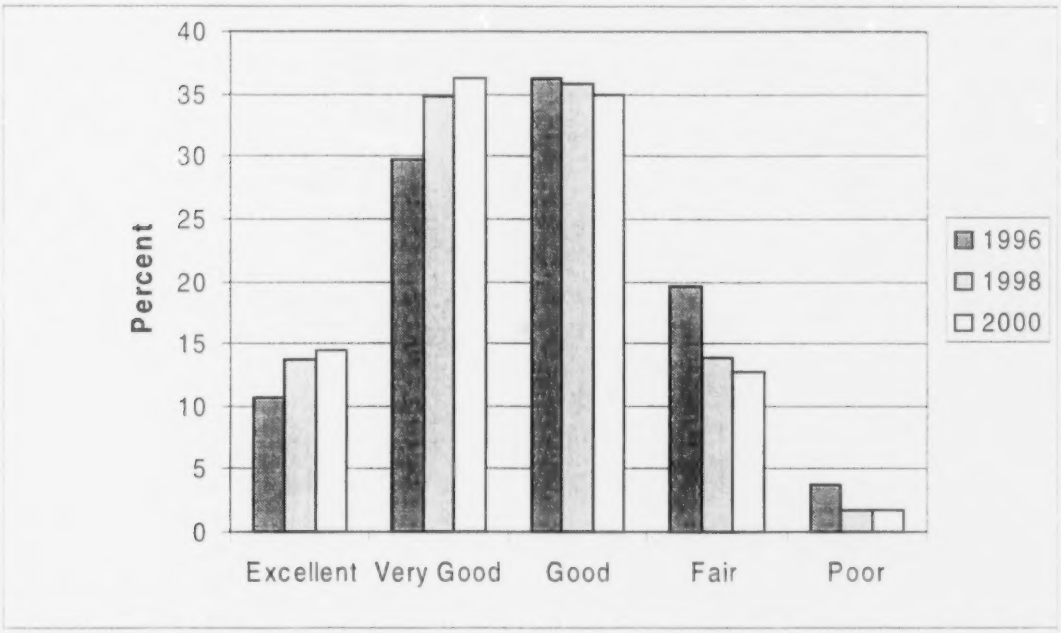
Figure 8. Technology Use by School Level
(Used Daily and Weekly)



RACE RELATIONS

This year, 86% of school professional staff reported race relations at their schools as being excellent, very good, or good. These figures are up two points from 1998. As depicted in Figure 9, more professionals in 2000 than 1998 believed that race relations at their school were excellent or very good and less believed that race relations were only fair or poor. Those believing race relations were good remained relatively stable.

Figure 9. Percentage of Professionals Responding to the Item:
Race relations at my school are...



Increases in positive ratings about race relations might be attributed to diversity training provided through Staff Development, which has been available to school staff since the 1994-95 school year, and to individual school initiatives promoting appreciation of diversity.

Most administrators (95%) felt that their schools promote understanding among students from a variety of backgrounds. High percentages of administrators (89%) also indicated that the school system is taking the necessary steps to promote understanding among students.

Response patterns for school professionals were similar: 77% of school professionals felt that their schools promote diversity. Additionally, 71% of school professionals indicated that their curriculum and instructional activities adequately addressed cultural diversity (78% at the elementary level, 66% at the middle school level, and 61% at the high school level).

FUTURE DIRECTIONS

Responses to items in the 2000 staff survey highlighted some areas for attention such as central office coordination and communication, alcohol and drug curriculum, and utilization of the Internet for staff development.

Central Office Coordination

Only 44% (a four percentage point increase since 1998) of administrators felt that central office activities were coordinated across departments. Another area, which received lower agreement than in 1998, was in the area of communication with central office staff. Administrators agreed at only a 63% level (a two-percentage point decrease since 1998) that communications between central office and schools are generally clear and consistent.

Alcohol and Drug Curriculum

There was a ten-percentage point increase of professionals who agreed that drugs and alcohol caused behavior problems in their schools, while 85% of school professionals reported conducting zero to five lessons last year on the prevention of student use of drugs or alcohol. Even though there was an increase (from 44 to 54%) from 1998 to 2000, only slightly more than half of school professionals were familiar with the curriculum and resource materials for teaching about alcohol and other drugs.

Staff Development

Three-quarters of the staff stated that "school based Staff Development is preferable to Central Office based training." School Professionals agreed that Staff Development is preferable on Teacher Workdays (72.4%) and/or Regular School Days (70.4%) with a substitute. As technology continues to grow and impact education, school professionals are expressing an interest in its use. Consequently, more than half of all school professionals expressed an interest in on-line training either via the Intranet (66.0%) or the Internet (58.8%).

NEED MORE INFORMATION?

Complete results for individual schools and the appropriate school level have been provided to each school principal and can be obtained from the Department of Evaluation and Research. If you have questions about the staff survey, call Chuck Dulaney at 850-1903.

School Code

School Professional Survey–Form 2B

DIRECTIONS: Please fill in one bubble per item using the Strongly Agree to Strongly Disagree scale unless another scale is listed. Skip items about which you do not know enough to give an opinion. Please write comments about the survey items or topics on a separate piece of paper. Before leaving, put your completed survey and any comment pages into the designated envelopes. DO NOT FOLD! Please use a #2 Pencil. Thanks!

NOTE: Please begin by filling in the bubbles for your school code.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Building facilities at my school are adequate to support the instructional program.					
2. My school has adequate instructional supplies to support the instructional program.					
3. There is collaborative planning and decision-making in my school.					
4. Our school has an orderly and purposeful climate.					
5. This school is a safe place to work.					
6. Students who threaten or fight with teachers are a serious problem at this school.					
7. Students who threaten or fight with other students are a serious problem at this school.					
8. Current discipline guidelines and procedures make it too difficult to remove disruptive students from this school.					
9. I feel encouraged to do things differently when I believe these changes will improve my school.					
10. I believe character education has had an impact on my students' behavior.					
11. This school promotes understanding among students from a variety of backgrounds.					
12. My school provides a high-quality educational program.					
13. The staff at my school have high expectations for all children.					
14. My school provides sufficient opportunities for parental involvement.					
15. Training at our school supports school improvement needs identified in the School Improvement Plan.					
16. The overall educational program in this district is of high quality.					
17. This school district is committed to academic excellence.					
18. Our school building is well maintained.					
19. The climate at this school promotes children's learning.					
20. Visual and performing arts activities are effective in improving students' academic performance.					
21. Our curriculum and instructional activities adequately address cultural diversity.					
22. I enjoy my work.					
23. If I had to do it over again, I would still want to be a professional educator.					
24. I am glad I work in this school district.					
25. It is important to fund the additional programs provided through magnet schools.					
26. Our school has a clear discipline policy.					
27. Students need help developing strategies to avoid engaging in violent behavior.					
28. I spend too much instructional time disciplining students.					
29. WCPSS training efforts are of high quality.					
30. Staff development during the past year has improved my teaching skills.					
31. I have input into the kinds of staff development available to me.					
32. School-based staff development is preferable to centrally-based training.					
33. I am familiar with curriculum and materials for teaching about alcohol and drugs.					

(OVER)

34. I am primarily a:
○ Regular/Core area teacher ○ Special area/electives teacher ○ Special programs teacher ○ Other

35. How many total years of educational work experience do you have (including this year)?
○ 1 ○ 2-3 ○ 4-5 ○ 6-7 ○ 8 or more

36. Race relations at this school are: ○ Excellent ○ Very Good ○ Good ○ Fair ○ Poor

37. In general, the morale of teachers in this district is: ○ Excellent ○ Very Good ○ Good ○ Fair ○ Poor

38. I have addressed character education in my classes approximately:
○ Daily ○ Weekly ○ Monthly ○ A few times ○ Not at all

39. How many more years do you plan to be a teacher?
○ Less than a year ○ 1 ○ 2-3 ○ 4-5 ○ 6-7 ○ 8 or more

40. When do you personally prefer to participate in staff development? (Mark all that apply)

Teacher Workdays ○
Regular school days with a substitute ○
Saturdays ○
Summers or "track out" times ○

41. I have participated in WCPSS training in the past year. ○ Yes ○ No ○ Not Sure

42. Do you have access to the WCPSS intranet from your classroom? ○ Yes ○ No ○ Not Sure

43. Would you use web-based training on the WCPSS intranet? ○ Yes ○ No ○ Not Sure

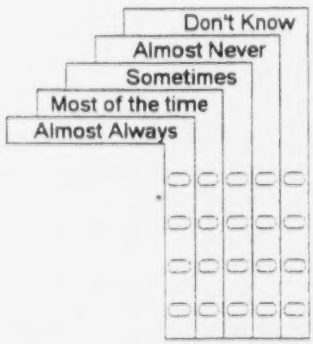
44. Do you have internet access from your home? ○ Yes ○ No ○ Not Sure

45. Would you participate in internet-based training at home? ○ Yes ○ No ○ Not Sure

46. Is your current teaching assignment in your major area of licensure/endorsement? ○ Yes ○ No ○ Not Sure

How important are each of the following reasons in your personal decision to participate in staff development?

	Very Important	Somewhat Important	Not Important	Not Sure
47. Improve student achievement.	○	○	○	○
48. Improve personal teaching skills.	○	○	○	○
49. Advance career.	○	○	○	○
50. Maintain certification.	○	○	○	○



51. Our school's SST was effective in helping students who had academic problems. ○ ○ ○ ○ ○
52. Our school's SST was effective in helping students who had behavioral problems. ○ ○ ○ ○ ○
53. Our school's SST was effective in helping students who had family/home problems. ○ ○ ○ ○ ○
54. Our schools's SST was effective in helping students who had emotional problems. ○ ○ ○ ○ ○

55. How many students did you refer to your school's Student Support Team this academic year?
○ 0 ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 or more

56. How many times did you refer a student to an administrator for discipline this academic year?
○ 0 ○ 1-5 ○ 6-10 ○ 11-15 ○ 16-20 ○ 20 or more

THANK YOU for your participation.

School Code

School Professional Survey–Form 2A

DIRECTIONS: Please fill in one bubble per item using the Strongly Agree to Strongly Disagree scale unless another scale is listed. Skip items about which you do not know enough to give an opinion. Please write comments about survey items or topics on a separate piece of paper. Before leaving, put your completed survey and any comment pages into the designated envelopes. DO NOT FOLD! Please use a #2 Pencil. Thanks!

NOTE: Please begin by filling in the bubbles for your school code.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Building facilities at my school are adequate to support the instructional program.					
2. My school has adequate instructional supplies to support the instructional program.					
3. There is collaborative planning and decision-making in my school.					
4. Our school has an orderly and purposeful climate.					
5. This school is a safe place to work.					
6. Students who threaten or fight with teachers are a serious problem at this school.					
7. Students who threaten or fight with other students are a serious problem at this school.					
8. Current discipline guidelines and procedures make it too difficult to remove disruptive students from school.					
9. I feel encouraged to do things differently when I believe these changes will improve my school.					
10. I believe character education has had an impact on my students' behavior.					
11. This school promotes understanding among students from a variety of backgrounds.					
12. My school provides a high-quality educational program.					
13. The staff at my school have high expectations for all children.					
14. My school provides sufficient opportunities for parental involvement.					
15. Training at our school supports school improvement needs identified in the School Improvement Plan.					
16. The overall educational program in this district is of high quality.					
17. This school district is committed to academic excellence.					
18. Our school building is well maintained.					
19. The climate at this school promotes children's learning.					
20. Visual and performing arts activities are effective in improving students' academic performance.					
21. Our curriculum and instructional activities adequately address cultural diversity.					
22. I enjoy my work.					
23. If I had to do it over again, I would still want to be a professional educator.					
24. I am glad I work in this school district.					
25. It is important to fund the additional programs provided through magnet schools.					
26. Our school has a clear discipline policy.					
27. Students need help developing strategies to avoid engaging in violent behavior.					
28. I spend too much instructional time disciplining students.					
29. WCPSS training efforts are of high quality.					
30. Staff development during the past year has improved my teaching skills.					
31. I have input into the kinds of staff development available to me.					
32. School-based staff development is preferable to centrally-based training.					
33. I am familiar with curriculum and materials for teaching about alcohol and drugs.					

(OVER)

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34. I am primarily a:
⊂ Regular/core area teacher ⊂ Special area/electives teacher ⊂ Special programs teacher ⊂ Other

35. How many total years of educational work experience do you have (including this year)?
⊂ 1 ⊂ 2-3 ⊂ 4-5 ⊂ 6-7 ⊂ 8 or more

36. Race relations at this school are: ⊂ Excellent ⊂ Very Good ⊂ Good ⊂ Fair ⊂ Poor

37. In general, the morale of school teachers in this district is: ⊂ Excellent ⊂ Very Good ⊂ Good ⊂ Fair ⊂ Poor

38. Approximately how many lessons have you taught this year that focused upon the prevention of student use of drugs or alcohol?
⊂ 0 ⊂ 1-5 ⊂ 6-10 ⊂ 11-15 ⊂ More than 15

39. How many lessons have you taught so far this year which cross two or more subject area disciplines?
⊂ 0 ⊂ 1-5 ⊂ 6-10 ⊂ 11-15 ⊂ More than 15

40. My instruction is integrated across subject areas: ⊂ Very little ⊂ Somewhat ⊂ A great deal

	Strongly Agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*
41. I feel more confident developing units which cross subject disciplines now than I did a year ago.	⊂ SA	⊂ A	⊂ U	⊂ D	⊂ SD
42. More alternative schools or self-contained classes are needed for students who chronically disrupt regular classes.	⊂ SA	⊂ A	⊂ U	⊂ D	⊂ SD
43. Violent behavior affects academic achievement in my school.	⊂ SA	⊂ A	⊂ U	⊂ D	⊂ SD
44. Drugs and alcohol use affect academic achievement in my school.	⊂ SA	⊂ A	⊂ U	⊂ D	⊂ SD
45. Students have sufficient knowledge of the dangers of using drugs and alcohol.	⊂ SA	⊂ A	⊂ U	⊂ D	⊂ SD
46. Students know appropriate actions to take as a bystander when observing violent behavior.	⊂ SA	⊂ A	⊂ U	⊂ D	⊂ SD

47. I use computers to instruct my students approximately: ⊂ Daily ⊂ Weekly ⊂ Monthly ⊂ Not at all

48. The main reason I don't use computers more is because: *(mark all that apply)*

⊂ computers are not accessible to me
⊂ computers are not part of my curriculum
⊂ it takes too much time to prepare for a lesson that uses computers
⊂ I don't have the necessary computer skills

49. Use the following scale to indicate how often you use each of the following types of technology for instructional preparation and/or presentations.

	Daily	*Weekly*	*Monthly*	*Not at all*
Word Processing Software	⊂ D	⊂ W	⊂ M	⊂ N
Spreadsheet Software	⊂ D	⊂ W	⊂ M	⊂ N
Database Software	⊂ D	⊂ W	⊂ M	⊂ N
Internet Browsers	⊂ D	⊂ W	⊂ M	⊂ N
Presentation Software (e.g., Powerpoint or Hyperstudio)	⊂ D	⊂ W	⊂ M	⊂ N
Equipment (e.g., scanner, laser disc, video camera, digital camera)	⊂ D	⊂ W	⊂ M	⊂ N

THANK YOU for your participation.

Wake County Public Schools
School Professional Survey Form 2 - 1999-2000
'All Levels'
All Schools

		Answer Options					Combined Options		
	N	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	SA/A %	Undeci-ded %	D/SD %
Questions 1-33									
1. School facilities are adequate	5,049	24.0	45.5	5.1	18.9	6.4	69.5	5.1	25.
2. Adequate instructional supplies	5,050	22.9	53.0	6.9	14.7	2.6	75.9	6.9	17.
3. Decision making is collaborative	5,039	22.0	51.2	11.9	12.2	2.7	73.2	11.9	14.
4. School climate is orderly	5,048	29.2	51.6	9.4	8.6	1.2	80.8	9.4	9.
5. School is safe	5,043	38.4	51.2	6.3	3.4	0.6	89.6	6.3	4.
6. Students who fight with teachers are a problem	5,035	4.4	9.1	9.5	48.8	28.2	13.5	9.5	77.
7. Students fighting students is a problem	5,005	5.3	15.5	13.1	46.9	19.2	20.8	13.1	66.
8. Student removal is difficult	5,026	12.0	25.4	17.6	34.0	11.0	37.4	17.6	45.
9. Innovation encouraged in school	5,029	23.4	54.1	13.1	7.7	1.7	77.6	13.1	9.
10. Character education impacts student behavior	5,046	10.7	37.8	27.1	20.0	4.5	48.5	27.1	24.
11. School promotes understanding	5,053	19.0	56.1	13.2	8.6	1.1	77.0	13.2	9.
12. School provides quality education	5,051	38.3	52.5	6.1	2.7	0.4	90.9	6.1	3.
13. High expectations for children	5,049	35.6	48.0	8.9	6.7	0.9	83.6	8.9	7.
14. Sufficient opportunities for parental involvement	5,047	42.1	49.2	5.6	2.8	0.2	91.3	5.6	3.
15. Training helps school improve	5,036	29.3	54.7	11.3	4.2	0.5	84.1	11.3	4.
16. District provides high-quality education	5,046	25.1	60.5	10.2	3.7	0.5	85.6	10.2	4.
17. District committed to academic excellence	5,048	29.9	57.1	8.7	3.8	0.5	87.0	8.7	4.
18. School building is well-maintained	5,055	23.3	43.4	9.6	16.8	7.0	66.6	9.6	23.
19. School climate promotes learning	5,049	28.1	58.1	8.4	4.6	0.9	86.2	8.4	5.
20. Arts improve academic performance	5,041	30.2	49.6	14.6	4.7	0.9	79.7	14.6	5.

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Wake County Public Schools
School Professional Survey Form 2 - 1999-2000
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All Schools

		Answer Options					Combined Options		
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	SA/A	Undeci-ded	D/SD
	N	%	%	%	%	%	%	%	%
Questions 1-33									
21. Curriculum and instruction activities address cultural diversity	5,036	17.2	54.0	17.5	9.7	1.6	71.2	17.5	11.2
22. I enjoy my work	5,050	35.4	49.8	9.4	4.4	1.0	85.2	9.4	5.4
23. Would be professional educator again	5,051	29.3	31.8	19.9	12.2	6.8	61.1	19.9	19.0
24. Glad to work in this district	5,042	31.6	48.8	13.9	4.1	1.6	80.4	13.9	5.7
25. Magnet funding is important	5,029	24.9	33.8	25.3	11.1	5.0	58.6	25.3	16.1
26. School has clear discipline policy	5,050	17.9	41.8	15.2	17.8	7.3	59.6	15.2	25.2
27. Students need help developing strategies to avoid violent behaviors	5,039	26.8	56.5	8.6	6.5	1.6	83.3	8.6	8.1
28. I spend too much instructional time disciplining students	5,018	14.2	28.8	11.3	37.4	8.3	43.0	11.3	45.7
29. WCPSS training efforts are of high quality	5,030	9.0	50.9	27.1	10.5	2.6	59.9	27.1	13.0
30. Staff development hs improved my teaching skills	5,017	9.2	47.0	23.1	16.5	4.3	56.2	23.1	20.7
31. I have input in staff development topics	5,030	10.6	51.9	16.4	17.5	3.6	62.5	16.4	21.1
32. School-based staff development is preferable to central	5,029	29.6	44.9	17.5	6.5	1.4	74.5	17.5	8.0
33. I am familiar with alcohol and drug curriculum	5,021	10.7	43.1	16.3	26.3	3.5	53.9	16.3	29.8

Wake County Public Schools
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The FREQ Procedure

34. I am primarily a:

q34	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Regular/core area teacher	3070	61.88	3070	61.88
Special area/electives teacher	1090	21.97	4160	83.85
Special programs teacher	546	11.01	4706	94.86
Other	255	5.14	4961	100.00

Frequency Missing = 120

35. Total years of educational work experience:

q35	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	304	6.07	304	6.07
2-3	605	12.08	909	18.15
4-5	531	10.61	1440	28.76
6-7	412	8.23	1852	36.99
8 or more	3155	63.01	5007	100.00

Frequency Missing = 74

36. Race relations at this school are:

q36	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Excellent	717	14.44	717	14.44
Very Good	1799	36.24	2516	50.68
Good	1733	34.91	4249	85.60
Fair	631	12.71	4880	98.31
Poor	84	1.69	4964	100.00

Frequency Missing = 117

37. Morale of teachers in district is:

q37	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Excellent	251	5.13	251	5.13
Very Good	1334	27.27	1585	32.40
Good	1962	40.11	3547	72.51
Fair	1078	22.04	4625	94.54
Poor	267	5.46	4892	100.00

Frequency Missing = 189

Wake County Public Schools
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The FREQ Procedure

38. Number of drug-prevention lessons

AQ38	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1072	41.83	1072	41.83
1-5	1132	44.17	2204	85.99
6-10	206	8.04	2410	94.03
11-15	75	2.93	2485	96.96
>15	78	3.04	2563	100.00

Frequency Missing = 42

39. How many lessons crossed disciplines?

AQ39	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	115	4.61	115	4.61
1-5	464	18.58	579	23.19
6-10	370	14.82	949	38.01
11-15	225	9.01	1174	47.02
>15	1323	52.98	2497	100.00

Frequency Missing = 108

40. Instruction integrated across subjects

AQ40	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very little	187	7.69	187	7.69
Somewhat	911	37.47	1098	45.17
A great deal	1333	54.83	2431	100.00

Frequency Missing = 174

Wake County Public Schools
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		Answer Options					Combined Options		
	N	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	SA/A	Undeci-ded	D/SD
		%	%	%	%	%	%	%	%
Questions 41-46									
41. I feel more confident crossing subject disciplines	2,408	23.5	48.8	20.2	6.6	0.8	72.3	20.2	7.5
42. More alternative schools are needed for students who disrupt classes	2,476	53.4	32.8	9.8	3.2	0.9	86.1	9.8	4.1
43. Drug/Alcohol use causes behavior problems	2,186	18.0	25.8	17.0	29.8	9.4	43.8	17.0	39.2
44. Drug/Alcohol use effect academics	2,160	7.5	22.3	21.5	31.4	17.3	29.9	21.5	48.7
45. Students have sufficient knowledge of Drugs	2,295	7.0	49.6	30.9	11.3	1.3	56.6	30.9	12.5
46. Students need help resisting peer pressure	2,309	2.9	35.2	42.7	17.1	2.1	38.1	42.7	19.2

Wake County Public Schools
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The FREQ Procedure

47. I use computers to instruct my students approximately:

aq47	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Daily	679	28.67	679	28.67
Weekly	729	30.79	1408	59.46
Monthly	524	22.13	1932	81.59
Not at all	436	18.41	2368	100.00

Frequency Missing = 237

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	N	Answer Options	
		Selected	Not Selected
		%	%
48. Reason I don't use computers more:			
Computers are not accessible to me	2,605	34.5	65.5
Computers are not part of my curriculum	2,605	10.1	89.9
Not enough time to prepare for computers	2,605	14.2	85.8
I don't have necessary computer skills	2,605	9.9	90.1

Wake County Public Schools
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	N	Answer Options			
		Daily	Weekly	Monthly	Not at all
		%	%	%	%
49. How often you use each technology					
Word-processing Software	2,462	43.9	34.6	13.2	8.3
Spreadsheet Software	2,345	5.9	16.5	32.7	44.9
Database Software	2,267	7.7	17.3	27.3	47.8
Internet Browsers	2,410	22.5	34.3	25.6	17.6
Presentation Software	2,290	4.0	11.7	28.4	55.9
Equipment (scanners, cameras, etc.)	2,363	7.7	15.5	32.4	44.5

Wake County Public Schools
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The FREQ Procedure

38. I addressed character education in my classes:

BQ38	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Daily	610	26.99	610	26.99
Weekly	714	31.59	1324	58.58
Monthly	541	23.94	1865	82.52
A Few Times	348	15.40	2213	97.92
Not At All	47	2.08	2260	100.00

Frequency Missing = 216

Wake County Public Schools
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The FREQ Procedure

39. How many more years plan to be a teacher?

bq39	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Less Than a Year	147	7.70	147	7.70
1 Year	100	5.24	247	12.93
2-3 Years	361	18.90	608	31.83
4-5 Years	351	18.38	959	50.21
6-7 Years	192	10.05	1151	60.26
8 or More Years	759	39.74	1910	100.00

Frequency Missing = 566

Wake County Public Schools
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Staff Development Related Questions

	N	Answer Options	
		Selected	Not Selected
		%	%
40. Prefer to participate in staff development when?			
Teacher Workdays	2,476	72.4	27.6
Regular Days with Substitute	2,476	70.4	29.6
Saturdays	2,476	20.5	79.5
Summer or Tracked Out	2,476	38.3	61.7

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	N	Answer Options		
		Yes	No	Not Sure
		%	%	%
Questions 41-46				
41. I have participated in WCPSS training this year	2,421	83.7	12.6	3.7
42. Access to the intranet from your classroom?	2,412	67.1	29.8	3.1
43. Would you use intranet web-based training?	2,336	66.0	16.6	17.4
44. Do you have internet access from home?	2,424	82.1	17.4	0.5
45. Would you use internet web-based training at home?	2,385	58.8	25.1	16.1
46. Is current assignment in your major area?	2,300	96.0	3.0	1.0

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Staff Development Related Quesions

	N	Answer Options			
		Not Sure	Not Important	Somewhat Important	Very Important
		%	%	%	%
Questions 47-50					
47. Student achievement impact on staff development participation?	2,426	0.2	0.9	10.3	88.6
48. Personal teaching skills impact on staff development participation?	2,428	0.2	0.8	9.4	89.6
49. Career advancement impact on staff development participation?	2,392	0.8	21.2	35.9	42.1
50. Certification impact on staff development participation?	2,431	0.2	3.6	20.9	75.3

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SST Related Quesions

	N	Answer Options				
		Don't know	Almost Never	Sometimes	Most of the time	Almost always
		%	%	%	%	%
Questions 51-54						
51. SST helped students with academic problems	2,267	20.2	10.1	30.6	31.1	8.0
52. SST helped students with behavioral problems	2,278	25.2	15.4	30.8	23.6	5.1
53. SST helped students with family/home problems	2,269	31.8	12.6	29.9	21.1	4.7
54. SST helped students with emotional problems	2,182	32.0	13.3	30.0	20.0	4.7

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SST Related Quesions

The FREQ Procedure

55. How many students did you refer to SST?

bq55	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1131	47.22	1131	47.22
1	327	13.65	1458	60.88
2	365	15.24	1823	76.12
3	235	9.81	2058	85.93
4	142	5.93	2200	91.86
5 or more	195	8.14	2395	100.00

Frequency Missing = 81

56. How many times did you make disciplinary referrals?

bq56	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Never	536	22.44	536	22.44
1-5	1152	48.22	1688	70.66
6-10	400	16.74	2088	87.40
11-15	145	6.07	2233	93.47
16-20	70	2.93	2303	96.40
20 or more	86	3.60	2389	100.00

Frequency Missing = 87

		Answer Options					Combined Options		
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	SA/A	Undecided	D/SD
	N	%	%	%	%	%	%	%	%
Questions 1-29									
1. Building facilities are adequate	232	31.9	42.2	2.2	20.3	3.4	74.1	2.2	23.7
2. Adequate instructional supplies	232	41.8	47.0	6.0	3.9	1.3	88.8	6.0	5.2
3. School decision-making is collaborative	233	57.9	37.8	2.6	1.7	0.0	95.7	2.6	1.7
4. School climate is orderly	233	65.7	32.2	1.3	0.9	0.0	97.9	1.3	0.9
5. School is safe	233	77.7	22.3	0.0	0.0	0.0	100.0	0.0	0.0
6. Innovation encouraged in school	233	68.2	27.0	3.0	1.3	0.4	95.3	3.0	1.7
7. Character education impacts student behavior	232	33.6	47.4	15.5	3.0	0.4	81.0	15.5	3.4
8. School promotes understanding	233	47.6	47.6	3.4	1.3	0.0	95.3	3.4	1.3
9. I enjoy my work	233	69.1	27.9	2.6	0.4	0.0	97.0	2.6	0.4
10. Proud of my job and position	233	72.5	25.8	1.7	0.0	0.0	98.3	1.7	0.0
11. Glad to work in this district	233	70.4	24.5	5.2	0.0	0.0	94.8	5.2	0.0
12. Would be administrator again	233	67.4	24.5	6.4	0.4	1.3	91.8	6.4	1.7
13. District provides high-quality ed.	233	58.4	40.8	0.4	0.4	0.0	99.1	0.4	0.4
14. District committed to academic excel.	233	62.2	35.2	2.1	0.4	0.0	97.4	2.1	0.4
15. System promotes understanding	233	33.0	56.7	9.0	0.4	0.9	89.7	9.0	1.3
16. Adequate voice in hiring staff	233	75.5	19.7	2.6	0.9	1.3	95.3	2.6	2.1
17. Funding magnet programs important	232	43.1	29.3	21.6	4.7	1.3	72.4	21.6	6.0
18. School needs technology/network manager	233	84.1	12.9	2.1	0.9	0.0	97.0	2.1	0.9
19. Supervisor provides feedback	233	51.1	39.9	4.7	3.9	0.4	91.0	4.7	4.3
20. I receive fair evaluations	233	69.5	26.6	2.6	0.9	0.4	96.1	2.6	1.3
21. Cental Office (CO) supported school improvement	232	28.9	54.7	12.5	3.9	0.0	83.6	12.5	3.9
22. Area Asst. Supt. supported school improvement	231	40.7	48.5	6.9	3.9	0.0	89.2	6.9	3.9

(Continued)

		Answer Options					Combined Options		
	N	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %	SA/A %	Undeci-ded %	D/SD %
Questions 1-29									
23. CO activities are coordinated	233	11.2	36.5	26.2	23.2	3.0	47.6	26.2	26.2
24. CO meetings are well-planned	232	15.1	56.5	15.5	12.5	0.4	71.6	15.5	12.9
25. I feel comfortable questioning CO policies	232	11.6	45.3	27.6	13.4	2.2	56.9	27.6	15.5
26. Communications btween CO and schools clear/consistent	233	10.3	52.8	21.9	14.6	0.4	63.1	21.9	15.0
27. Planning at district level is collaborative	229	10.9	51.1	25.8	10.9	1.3	62.0	25.8	12.2
28. Grants Office provides useful technical assistance	227	11.5	43.6	35.7	7.9	1.3	55.1	35.7	9.3
29. More alternative schools or self-contained classes needed	232	56.0	31.5	7.3	3.9	1.3	87.5	7.3	5.2

The FREQ Procedure

30. Instruction in this school is integrated across subject areas

q30	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Little	13	5.75	13	5.75
Somewhat	95	42.04	108	47.79
A Great Deal	118	52.21	226	100.00

Frequency Missing = 9

31. Are you a/an:

q31	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Principal	91	39.22	91	39.22
Assistant Principal	141	60.78	232	100.00

Frequency Missing = 3

32. Morale of the school administrators in this district is:

q32	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Excellent	31	13.36	31	13.36
Very Good	104	44.83	135	58.19
Good	87	37.50	222	95.69
Fair	10	4.31	232	100.00

Frequency Missing = 3

	N	Answer Options		
		Often	Sometimes	Never
		%	%	%
How often do you use the following training formats at your school?				
Lectures	218	6.9	70.6	22.5
Small Group Discussion	229	55.0	44.5	0.4
Periodic Study Groups	227	32.2	56.4	11.5
Priority Work Sessions	224	48.7	49.6	1.8
Within/Across-Grade Planning Time	221	59.7	37.6	2.7
Observation of Expert Teachers	224	15.2	82.1	2.7
Buddy/Mentor Systems	225	68.0	31.1	0.9
Independent Study	215	10.7	68.8	20.5
Send Staff to Outside Workshops	227	63.9	34.8	1.3